

BOOKMAN ROAD ELEMENTARY

1245 Bookman Road
Elgin, South Carolina 29045

GRADES PK-5 Elementary School

ENROLLMENT 619 Students

PRINCIPAL Maree E. Price 803-699-1724

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
13	8	1	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

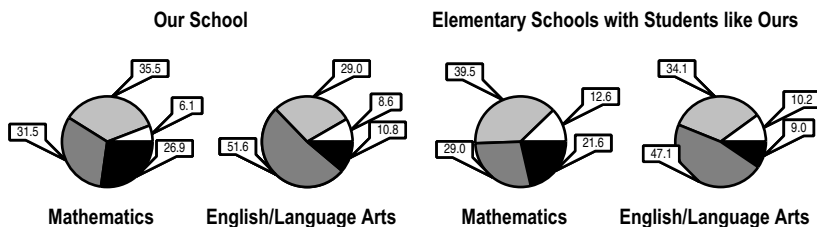
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	302	99.7	8.1	30.5	50.9	10.5	73.7	Yes	Yes
Gender									
Male	167	99.4	9.6	35.3	50.0	5.1	68.6		
Female	135	100.0	6.2	24.8	51.9	17.1	79.8		
Racial/Ethnic Group									
White	212	99.5	5.4	28.8	53.7	12.2	78.5	Yes	Yes
African-American	79	100.0	15.5	35.2	43.7	5.6	60.6	Yes	Yes
Asian/Pacific Islanders	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	276	99.6	7.6	28.2	53.4	10.7	77.1		
Disabled	26	100.0	13.0	56.5	21.7	8.7	34.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	302	99.7	8.1	30.5	50.9	10.5	73.7		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	297	99.7	7.8	30.2	51.2	10.7	74.0		
Socio-Economic Status									
Subsidized meals	78	98.7	20.3	43.5	30.4	5.8	52.2	Yes	Yes
Full-pay meals	224	100.0	4.2	26.4	57.4	12.0	80.6		

Mathematics - State Performance Objective = 15.5%									
All Students	302	100.0	5.9	37.1	30.8	26.2	72.0	Yes	Yes
Gender									
Male	167	100.0	5.7	35.7	32.5	26.1	73.2		
Female	135	100.0	6.2	38.8	28.7	26.4	70.5		
Racial/Ethnic Group									
White	212	100.0	4.9	33.0	30.6	31.6	78.2	Yes	Yes
African-American	79	100.0	8.5	49.3	31.0	11.3	53.5	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	276	100.0	6.1	34.2	32.3	27.4	75.7		
Disabled	26	100.0	4.3	69.6	13.0	13.0	30.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	302	100.0	5.9	37.1	30.8	26.2	72.0		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	297	100.0	6.0	36.5	30.9	26.6	72.0		
Socio-Economic Status									
Subsidized meals	78	100.0	14.3	58.6	18.6	8.6	42.9	Yes	Yes
Full-pay meals	224	100.0	3.2	30.1	34.7	31.9	81.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	97	100.0	12.0	22.8	54.3	10.9	65.2
	Grade 4	95	100.0	11.0	34.1	48.4	6.6	54.9
	Grade 5	98	99.0	9.8	44.6	40.2	5.4	45.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	88	100.0	8.0	10.2	61.4	20.5	81.8
	Grade 4	113	100.0	8.0	37.2	49.6	5.3	54.9
	Grade 5	101	99.0	11.0	40.0	41.0	8.0	49.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	97	100.0	6.5	42.4	35.9	15.2	51.1
	Grade 4	95	100.0	2.2	34.1	22.0	41.8	63.7
	Grade 5	98	100.0	4.3	37.6	32.3	25.8	58.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	88	100.0	8.0	40.9	29.5	21.6	51.1
	Grade 4	113	100.0	4.4	39.8	34.5	21.2	55.8
	Grade 5	101	100.0	7.9	34.7	23.8	33.7	57.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 619)				
First graders who attended full-day kindergarten	84.2%	N/C	97.8%	100.0%
Retention rate	0.5%	Down from 0.6%	1.7%	2.7%
Attendance rate	97.4%	Up from 96.9%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%		2.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%		2.5%	3.5%
Eligible for gifted and talented	43.0%	Up from 42.8%	26.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.3%	Down from 3.7%	6.3%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	54.5%	Up from 53.7%	59.6%	51.4%
Continuing contract teachers	75.0%	Up from 73.2%	87.7%	87.5%
Highly qualified teachers**	95.2%	N/A	95.1%	95.0%
Teachers with emergency or provisional certificates	3.0%		0.0%	0.0%
Teachers returning from previous year	83.9%	Down from 86.2%	88.6%	86.7%
Teacher attendance rate	93.6%	Down from 96.1%	95.9%	94.9%
Average teacher salary	\$39,756	Up 1.8%	\$42,578	\$40,760
Prof. development days/teacher	12.0 days	Down from 15.0 days	11.4 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	6.8	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 19.2 to 1	20.2 to 1	18.9 to 1
Prime instructional time	89.0%	Down from 91.2%	91.5%	90.0%
Dollars spent per pupil*	\$6,335	Down 6.0%	\$6,021	\$6,044
Percent of expenditures for teacher salaries*	64.1%	Up from 63.3%	68.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.3%	Down from 98.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	95.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bookman Road Elementary School is a place where students are challenged to use the Lifelong Guidelines of Personal Best, Trustworthiness, Truthfulness, Active Listening, and No Put Downs in each and every aspect of their learning. All students are taught in an atmosphere of respect and are encouraged to learn, think, grow and develop as unique individuals. Our focus on these key elements has helped us achieve high test scores and positive surveys that enabled us to receive a number of awards. These awards include Carolina First Palmetto's Finest, Palmetto Gold Achievement, Red Carpet Award, and Schools of Promise Recognition. We have been recognized by the Education Oversight Committee as a school that is "closing the gap" between the performance of students who are economically advantaged and those disadvantaged and/or between the performance of students who are white and students who are African-American. We were accredited by the Southern Association of Colleges and Schools. We were the host school for the National Integrated Thematic Instruction conference. Our principal was named the William B. Harley Administrator of the Year.

Our PACT scores this year demonstrate our commitment to providing quality teaching and learning in a nurturing environment to all of our students. We are pleased with the progress but we know that if we are to help our students reach their maximum potential, we must carefully study the results of these tests. Our task is to analyze where our students showed the growth we would expect, analyze why the growth occurred and make curriculum and instructional changes in order that our children continue to be academically challenged. Conversely, we must investigate what changes need to be made when expectations were not met so that we can continue to ensure success for all of our students.

Please carefully review the data contained in this report. Bookman Road Elementary School and Richland School District Two have taken many steps to ensure that students are making progress towards meeting state standards. We are a "standards driven" school and we make sure that statewide standards are taught. Our teachers continue to learn so that each classroom is rich in learning for students. By working together-parents, teachers, and students-we will continue to see gains on statewide tests.

Maree E. Price, Principal
Patti Hoffman, Co-Chair SIC
Karen Beattie, Co-Chair SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	95	55
Percent satisfied with learning environment	100.0%	91.6%	94.3%
Percent satisfied with social and physical environment	100.0%	90.4%	94.4%
Percent satisfied with home-school relations	100.0%	90.5%	87.3%

*Only students at the highest elementary school grade level at this school and their parents were included.